

Merging into the Highway of Teaching Teen Living Part III

Scope and Sequence for Teen Living

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Unit Three: Relationships

- ~ Families
- ~ Friends
- ~ Peer Pressure

Day One: Families

I have the students select a Jolly Rancher. According to what color they pick they have to share that information with their peers. As they are sharing I play the song "We Are Family". After the song, the students return to their desks and I ask who would like to share what they learned about their peers.

We discuss the vocabulary words family and home from the curriculum. Then I share one of my family's favorite activities with playing games.

I do give them a homework assignment. The students need to plan and carry out a family activity. They write their plan down and then have their parents sign it.

Day Two: Changes in Families

I begin this lesson with the following video clips. With this activity I have the students pick out what makes this family unique. I focus on time period and what was happening in society at this time. Great cross curricular activity with history.

Changes in Family Video Clips

Mary Poppins – when the kids come in after being lost in the park.

Corina, Corina – Molly's birthday party

I am Sam – Scene 4, why are you different daddy?

Big Daddy – when Frankenstein asks for thirty packets of ketchup

The Incredibles – Scene 5, the family dinner

We then go over the notes that are in the curriculum guide regarding Changes in Families. I did add a tenth one, Media.

Day Three: Wrap up with Families, Intro into Friends

I use the plate activity to begin this lesson, however I wrap up families with a story about the “special plate”. One thing that I added was I had the students tell stories about things that special to them, I have found that it ties more kids into the story before I show them the iron that I have prearrange with the student to break. After the plate is broken, I do use the information that is in the curriculum about comparing the plate to friendships.

We then define the terms peer and friend. Which leads into the four types of friends where the students define and identify a personal person that helps them remember that type of friend.

The students then think about what makes a good friend which leads into the discussion of keys to a better friendship in the curriculum.

*If there is time, we do the wanted poster from the curriculum.

Day Four: Groups and Peer Pressure

We discuss the benefits of being in a group. I use the information in the curriculum. I then have them do an activity called “M&M Maddness” from Tom Jackson’s books. I have a jar that is full of M&M’s. I ask the kids to guess how many are in the jar. They make an educated guess and write down in their notebooks. I then ask them to get with a buddy and make a guess together. Once that is finished two buddy pairs join and make another guess. So there is now four students in a group. Once they have come to a conclusion, I have them get with another group. This makes their group eight students. Together they come up with a guess. I have them return to their seats. I ask each group what they came up with and make a class guess. I then ask them questions about who influenced their decision. This leads into the discussion of peer pressure.

Day Five: No Big Deal

We watch the movie No Big Deal. The students fill out a video guide about the movie then we discuss it. I found it on Amazon.

Day Six: Wrap up and Quiz

